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ABSTRACT

This multi-site project, in its first year of funding, proposed to serve approximately 100 Hispanic students of limited ability in English and Spanish at two junior high schools in economically depressed areas of the Bronx. The project was planned to develop English language skills, to reinforce Spanish language skills, to offer counseling support services, and to provide career guidance information. Students from Theodore Roosevelt High School were to tutor project participants in English reading. Project implementation was delayed for a number of reasons. Nevertheless, the project director was able to identify and establish contact with the new participating sites; review student records to determine student eligibility; advertise and interview condidates for staff positions; hire hourly personnel to develop career awareness curriculum; and identify, review, and purchase textbooks, workbooks, reference books, instructional supplies, and audiovisual materials. For the second year of the project it is recommended that (1) hiring and orienting of staff be expedited; and (2) given the modified project's reduced staff, the most fundamental component, instruction, be given priority. (RDN)

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O.E.A. Evaluation Report

November, 1984

Grant Number: G00-830-2142

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PROJECT GET SET

1983-1984

Project Director:

Julio Pedraja

Prepared by the

O.E.A. Bilingual Education Evaluation Unit

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Assisted by:
Grace Ibanez Friedman
Margaret H. Scorza

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director
Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

UD024353

A Summary of the Report

This multi-site project, in its first year of funding, proposed to serve approximately 100 Hispanic students of limited ability in English and Spanish at two junior high schools in the Bronx. The selected sites, J.H.S. 80 and J.H.S. 143, were located in economically depressed areas of the borough, had high enrollments of Hispanic students (over 50 percent) and were in need of the services proposed by the project.

The major project goals were to develop English language skills, to reinforce Spanish language skills when necessary, to offer counseling support services, and to provide career guidance information. Additionally, the project was to include the services of 15 students from Theodore Roosevelt High School who would tutor project participants in English reading during the school day.

Project GET SET was administered under the jurisdiction of the Office of Bilingual Education of the New York City Public Schools. Title VII funds were to support the positions of a project director, two resource specialists, a project secretary, and the 15 student-tutors. Actual project implementation was delayed, however, due to reduced and late receipt of funding, a change in the sites originally selected to participate, and the problem of identifying and hiring appropriate staff. As a result, most project activities took place after January, 1984.

Although hampered by these obstacles, the project director was able to identify and establish contact with the new participating sites; review student records to determine student eligibility; advertise and interview candidates for vacant staff positions; hire hourly personnel to develop career awareness curriculum; and identify, review, and purchase textbooks, workbooks, reference books, instructional supplies, and audiovisual materials for instructional use.

The following recommendations are offered for the second year of project operation:

-- Hiring and orienting staff for the remaining vacant positions as quickly as possible, so that the project may be implemented as proposed;

-- Given the project's reduced staffing in its modified design, it might be preferable to concentrate managerial resources in developing the most fundamental component, instruction. Once the instruction and student-tutorial components are well in place, the parent/community involvement component, for example, might be the next phase in project development.

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Project GET SET

Central Office:	Office of Bilingual Education 131 Livingston Street Brooklyn, New York 11201
Project Director:	Julio Pedraja
Participating Sites:	J.H.S. 80, J.H.S. 143, and Theodore Roosevelt High School
Target Language:	Spanish
Target Population:	100 Limited English Proficient (LEP) Students
Year of Funding:	1983-84, First Year of a Three-Year Cycle

I. INTRODUCTION

Project GET SET was developed to offer supportive and peer-tutorial services on a pull-out basis to Hispanic junior high school students of limited English proficiency (LEP) for the following purposes:

- to reinforce English language skills, especially reading and writing;
- to reinforce native language arts skills;
- to offer counseling support services; and
- to offer career guidance services.

The Office of Bilingual Education (O.B.E.) of the New York City Public Schools was to implement and coordinate Project GET SET at I.S. 49, J.H.S. 50, and Saints Peter and Paul School in Brooklyn. The project was also to include the coordination of peer-tutoring services provided by 15 students from Eastern District High School. All three of these sites

withdrew after program approval had taken place,* and subsequently the program was transferred to Community School District (C.S.D.) 10** in the Bronx. Three schools were selected to participate: J.H.S. 80, J.H.S. 143, and Theodore Roosevelt High School. The program maintained its central headquarters at the O.B.E. offices at 131 Livingston Street in Brooklyn.

The program proposed to serve a total of 100 sixth- through ninth-grade Hispanic LEP students. Project GET SET combines several funding sources. Title VII serves only those students who have never been served under the Act.

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*See Appendix A.

**See Appendix B.

II. PROJECT DESCRIPTION

RATIONALE FOR SITE SELECTION

A needs assessment, designed to identify the major language groups and areas of need, was conducted as part of the process of proposal development. Initial contact was then made with districts which were interested in this approach. Priority was given to those districts that showed commitment to the program in terms of tax-levy positions and support. Finally, the sites had to have representation of the linguistic population found to be in need and which the program proposed to serve. Both the originally selected sites and their replacements had high concentrations of Hispanic LEP students, most of whom were Chapter I eligible.

PARTICIPATING SITE CHARACTERISTICS

Junior High School 80

J.H.S. 80 serves an economically depressed area of the Bronx, and is thus entitled to receive E.C.I.A. Chapter I funding. Approximately 77 percent of the students are eligible for the free-lunch program. Of a total population of 1,197 students, 680 or 57 percent are Hispanic. Twenty-four percent of the students are reading two years or more below grade level and 32 percent are performing similarly in mathematics. The school building also houses an elementary school, thus making it overcrowded and in great need of supportive services for its students.

Junior High School 143

J.H.S. 143 is also located in C.S.D. 10. The school has a register of 1,728 students in grades seven through nine. The Hispanic enrollment

of 997 children comprises 58 percent of the total population. The school also serves an economically depressed area in the district (76 percent of the students are free-lunch eligible) and is entitled to E.C.I.A. Chapter I funding. Since 24 percent of the students are reading two or more years below grade level and 35 percent are at those levels in mathematics, the school would benefit from the services proposed by Project GET SET.

Theodore Roosevelt High School

Theodore Roosevelt High School is located between one of the most affluent and one of the most devastated communities of the Bronx. Situated in the central part of the Bronx, the school draws its students primarily from the South Bronx. Of a total school register of approximately 3,500 students, 58 percent are Hispanic. Of these, 20 percent are of limited English proficiency. This high school was selected because it is in close proximity to the target schools and it receives many of its students from the district's intermediate and junior high schools.

STUDENT ELIGIBILITY CRITERIA

The major criterion in student selection was the result of the Language Assessment Battery (LAB) used as a procedure for screening limited English proficient students. This instrument was developed by the New York City Board of Education's Office of Testing and has been accepted by the Office of Civil Rights as part of New York City's plan to satisfy Federal regulations related to the Lau vs. Nichols (1974) Supreme Court decision. This decision provides for equal educational opportunity for LEP pupils. The LAB measures all four language skills:

listening/understanding, speaking, reading, and writing. The speaking portion of the test is individually administered to each student by a trained professional.

Hispanic students who score at or below the twentieth percentile on the English version of the LAB and higher on the Spanish version are considered LEP and are entitled to a bilingual instructional program (in 1974, the Board of Education of the City of New York entered into an agreement with Aspira in a legal settlement which resulted in a Consent Decree). Many students, however, score lower on the Spanish version than on the English version. Though technically they are limited English proficient since they score below the twentieth percentile in English, a lower percentile score in Spanish does not officially entitle them to a bilingual program. However, they may opt for bilingual instruction and receive it if their parents request it. These students, who score under the cutoff score in English but lower in Spanish, are classified as "dually limited" and are the target population for Project GET SET.

CHARACTERISTICS OF PROGRAM PARTICIPANTS

The Target Population

The targeted LEP students were born either outside the United States, or come from homes in which Spanish is spoken as the native language. These LEP students may have been in English as a second language (E.S.L.) programs for two years or more, but still experience sufficient difficulty in reading and writing English to hamper their effective participation in the learning process.

These dually limited students have a weak command of both Spanish and English. Although not learning disabled, these students lack adequate literacy for school performance in either language. According to the project director, most come from family backgrounds of low literacy in Spanish and English, poverty, and have generally not benefitted from a bilingual instructional program. The students identified for Project GET SET have never been served by Title VII services. The schools have not previously provided them with a bilingual education program because, as previously stated, they were not eligible according to the aforementioned Consent Decree criteria. (They were entitled to E.S.L. services after fall 1983.)

The Student Tutors

The 15 students to be selected to provide individual assistance in English reading were to be bilingual, demonstrate good academic achievement, and come from backgrounds similar to the project students. Tutoring sessions would be conducted at each site for 45 minute periods during the school day. As an incentive for participation and to assist those high school students who normally sought after-school employment, the tutors would be paid for their services.

PROGRAM STAFFING

As proposed, the central office was to provide services both centrally and on-site in the participating schools. The proposed Title VII positions and responsibilities are as follows:

1) Project Director (position filled, January 1984) - based at the central office:

-- communicate and negotiate with federal funding source regarding all program aspects;

-- report to the director of the O.B.E. concerning program implementation, grant award resolution, financial matters, program performance, and technical assistance;

-- consult with school principals, staff, parents, and community members on project implementation and progress;

-- supervise the project budget and staff;

-- review assessment instruments and furnish required evaluation information;

-- review instructional materials and supervise and coordinate curriculum development and implementation;

-- attend meetings and conferences related to project management and development in the field of bilingual education.

2) Two Resource Specialists (positions vacant) - based at each school site:

-- provide English instruction to participating students on a pull-out basis;

-- coordinate resources and activities with project director and assist with administrative tasks and program implementation;

-- review student records, test, and refer students, when necessary;

-- develop curricula related to career awareness and exploration for E.S.L. and native language arts;

-- train teachers in the use of new curricula and provide on-going assistance to teachers.

3) Fifteen High School Students (positions vacant)

-- assist project students on an individual basis;

-- maintain records of their activities;

-- attend weekly training workshops.

4) Program Secretary (position filled, spring, 1984) - based at the central office:

-- assist in generation and production of materials and correspondence.

PROGRAM IMPLEMENTATION

Since 1983-84 was the first year of the program, its major focus was on start-up activities. Actual program implementation was delayed due to multiple factors, including reduced and late receipt of funding, the problem of identifying appropriate staff (as in the case of the resource specialists), and the withdrawal of the program sites originally selected. The position of project director was unexpectedly vacated, and the present director was not appointed until January 1984. As a result, most program implementation took place after that date.

After being appointed, the director moved to establish contact with the newly selected school district offices and project schools. The hiring of the resource specialists was impeded by a central board policy which requires staff members seeking transfers out-of-school to have their building principals' approval by February 1. Potential candidates for the resource specialist positions did not have enough lead time to secure a release from their respective principals. As a result, the two resource specialist positions remained vacant during 1983-84.*

The lack of staff, caused in part by the reduction in funding and also by the two vacancies, seriously hampered program development. Thus, the project director was unable to undertake staff development (professional and student tutorial), and parental/community involvement activities.

While the slow rate of implementation caused concern, there was steady progress towards removing the remaining obstacles. In spring

*See Appendix C.

1984 tne project director was able to:

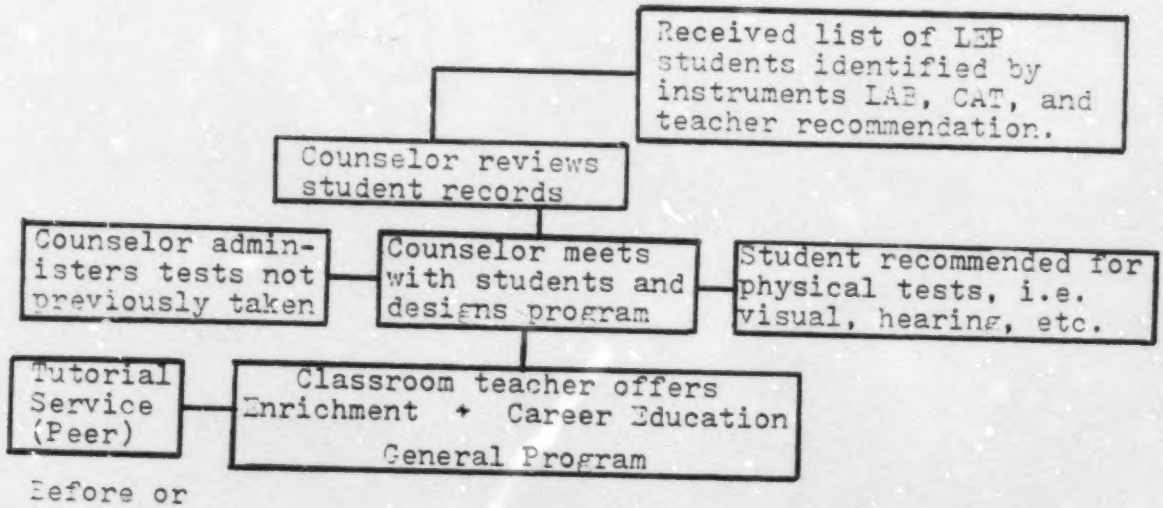
- identify and establish contact with the new sites;
- review student records to determine eligibility;
- advertise and interview candidates for the vacant resource teacher positions;
- hire hourly personnel to develop the career awareness curriculum for use in 1983-84; and
- identify, review, and purchase appropriate textbooks, workbooks, reference books, instructional materials, and audio-visual materials for instructional use.

Figure 1 depicts how the program is anticipated to operate in 1984-85.

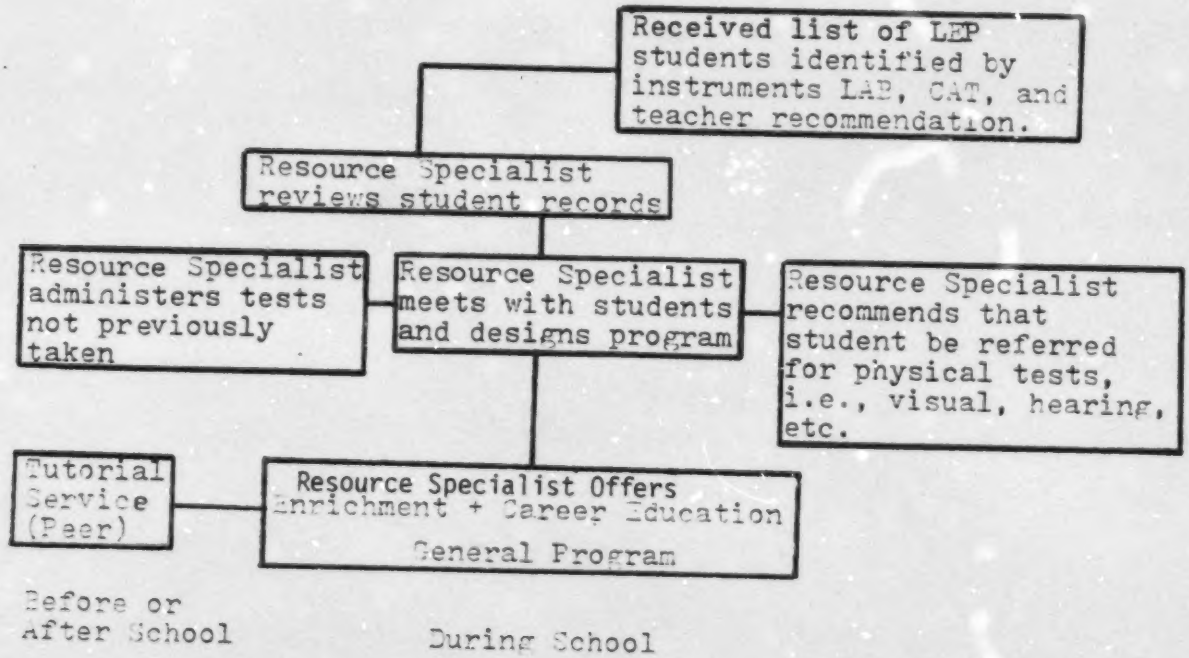
FIGURE 1

Original and Modified Project Design

Original Project Design


Received list of LEP students identified by instruments LAB, CAT, and teacher recommendation.
Counselor reviews student records
Counselor administers tests not previously taken
Counselor meets with students and designs program
Student recommended for physical tests, i.e. visual, hearing, etc.
Tutorial Service (Peer)
Classroom teacher offers Enrichment + Career Education
General Program
Before or After School
During School

Modified Project Design


Received list of LEP students identified by instruments LAB, CAT, and teacher recommendation.
Resource Specialist reviews student records
Resource Specialist administers tests not previously taken
Resource Specialist meets with students and designs program
Resource Specialist recommends that student be referred for physical tests, i.e., visual, hearing, etc.
Tutorial Service (Peer)
Resource Specialist Offers Enrichment + Career Education
General Program
Before or After School
During School

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III. SUMMARY AND RECOMMENDATIONS

Despite the aforementioned obstacles, the project director has stated that he will develop and implement the program as proposed, both in spirit and content, to the extent possible.

To summarize, program participants will be offered the following services by Project GET SET:

- intensive English instruction on a pull-out basis;
- native language arts instruction, when necessary on a pull-out basis;
- individualized or small-group instruction and career guidance, provided by a resource teacher;
- appropriate materials adapted to meet the academic and linguistic needs of the students;
- home contact vis-a-vis mail and phones;
- student aides who will serve as academic tutors and role models.

These activities will be largely carried out by the resource specialists and classroom teachers. This will require that the resource specialists assume some guidance as well as instructional support functions. (The original proposal built in a guidance counselor, but it was disallowed when the program budget was negotiated.)

Due to the limited level of project implementation to date, the following recommendations are offered for second-year activities:

1. That the remaining project staff be hired and oriented as quickly as possible. This may be done by advertising the positions within as well as outside the Board of Education system.

2. Given the project's reduced staffing in its modified design, it might be preferable to concentrate managerial resources in developing the most fundamental component, instruction. Once the instruction and student-tutorial components are well in place, the parent/community involvement component, for example, might be the next phase in project development.

IV. APPENDICES

BOARD OF EDUCATION
THE CITY OF NEW YORK
OFFICE OF SCHOOL DISTRICT FOURTEEN
215 HEYWARD STREET
BROOKLYN, NEW YORK 11206

WILLIAM A. ROGERS
Community Superintendent

Tel. 963-4800

APPENDIX A

December 6, 1983

Mrs. Genis Melendez-Delaney
Office of Bilingual Education
131 Livingston Street
Brooklyn, New York 11201

Dear Mrs. Melendez-Delaney:

This is to inform you that Community School District #14 has decided not to participate in the Title VII Project, GET SET.

Thank you for your consideration.

Very truly yours,

Robert F. Carter

RC:lt

ROBERT F. CARTER,
Supervising Principal of
Elementary Schools-Dist.#14

APPROVED:

William A. Rogers,
Community Superintendent

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COMMUNITY SCHOOL DISTRICT TEN
BOARD OF EDUCATION OF THE CITY OF NEW YORK
P.S. 95 - 3961 HILLMAN AVENUE
BRONX, N.Y. 10463

TELEPHONE 220-8300

FRED GOLDBERG
COMMUNITY SUPERINTENDENT

SANDRA LERNER
DEPUTY COMMUNITY SUPERINTENDENT

APPENDIX B

January 26, 1984

Mrs. Nilda Soto-Ruiz
Director
Office of Bilingual Education
Brooklyn, N.Y. 11201

Dear Mrs. Soto-Ruiz:

Thank you for your willingness to offer supplementary services to District 10 under your Title VII, Project GET SET.

I have carefully reviewed the proposal and explored, with the Project Director, Julio Pedraja, and Aramina Ferrer of my bilingual program staff, the possibility of providing support services to the comparably limited students in two of our junior high schools: J.H.S. 80, J.H.S. 143.

I am satisfied that the program can be a success and I look forward to collaborating with you on this project.

Thank again for your interest and cooperation.

Sincerely,

Fred Goldberg
Community Superintendent

FG:ar

cc: Angela R. Bazley

APPENDIX C

VACANCY

POSITION TITLE: Resource Teacher
Teacher Assigned 'A'
Vacancy (2) Positions

LOCATION: Office of Bilingual Education
131 Livingston Street
Brooklyn, NY 11201

HOURS: 9:00 a.m. - 5:00 p.m.
Monday - Friday

ELIGIBILITY: 1) Bilingual Spanish/English
2) Licensed - tenured teacher

SALARY: Commensurate with UFT contract

SELECTION CRITERIA: Experience in providing bilingual instruction Spanish/English)/ESL instruction to children of limited English proficiency. Experience in teaching on Junior High School level. Experience in selection, preparation, and use of bilingual/ESL instructional material.

DUTIES AND RESPONSIBILITIES:

1) Create curricula related to career awareness and exploration for ESL and native language arts.

2) Coordinate resources and activities with the Guidance Counselor for program implementation under the Project Director's supervision.

131 LIVINGSTON STREET • ROOM 501 • BROOKLYN, NEW YORK 11201 • 596-8944/5

Resource Teacher - Cont'd

3) Assist the Project Director with administrative tasks and program implementation.

4) Train teachers as to methods to be used for the implementation of the aforementioned curricula to be created and provide on-going assistance to teachers.

APPLICATION: Send letters of application and resume by December 20, 1983 to:

Nilda Soto-Ruiz, Director
Office of Bilingual Education
131 Livingston Street - Room 501
Brooklyn, NY 11201

M/F/H Equal opportunity employer